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ABSTRACT

A group of instructional strategies for monolingual teachers to use with elementary and secondary school students with limited English skills are described. The strategies are drawn from a teacher education curriculum focusing on this issue. All are based on the notion that monolingual and bilingual teachers can team teach to break down linguistic and cultural barriers in the classroom. All were also experienced by monolingual and bilingual teaching credential students in the course of a demonstration. They include the Total Physical Response technique, sheltered subject matter teaching, use of comprehensible input, efforts to lower the affective filter of students, use of realia, dramatization of a story, and monolingual-bilingual team teaching for primary language instruction. Some useful student reading materials and teacher resources are noted. Contains 20 references. (MSE)

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Strategies for Monolingual Teachers in Multilingual Classrooms

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What can English-only teachers do to be more inclusive of children who are in the process of acquiring English? As a team of one bilingual professor (Joan) and one monolingual professor (Janet) we began by asking ourselves this question because of our philosophical assumptions. First, we believe that bilingual and monolingual professionals must work together to break down linguistic and cultural barriers which exist in teacher preparation programs and in public education. Second, we believe that all students must use language to create knowledge. If students are denied the opportunity to use their language to generate their knowledge, they are denied the opportunity of equal access to education. Third, we believe that language and culture are inherently one and the same. One cannot take language out of culture, nor culture out of language. Language is the tool which we use in order to create meaning. This premise is based on the Vygotskian perspective in which all language is seen as culturally and socially-grounded.

Increasingly, mainstream classroom students are non-native speakers of English. Olson (1991) has found that 5% of all public

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school students in 1989-90 were dominant in languages other than English. As the number of second language students continues to grow, there is an ever-increasing shortage of bilingual teachers. Teacher preparation programs throughout the United States are struggling to prepare professionals to work in a more linguistically and culturally diverse society than we have previously known. In the meantime, classroom teachers struggle to meet the needs of all of their students. One small part of the answer is for English-dominant teachers to begin to understand the theory and practice of second language acquisition. To be successful, what teachers need is a strong commitment to supporting the development of all their students' languages (Freeman & Freeman, 1993).

In the spirit of inquiry we began to struggle with ways in which we could model effective second language strategies for our monolingual and bilingual teacher credential candidates. These two groups have been historically and physically isolated from each other in our credential program. Our objective was to model, not only strategies, but also a collaborative and collegial philosophy for our colleagues and our students.

What can English-dominant teachers do when their students speak other languages?

To answer this question we decided to demonstrate effective strategies for second language learners with our classes of preservice teachers using Tommy at the Grocery Store by Bill Grossman, a primary book recently nominated for the California Young Reader Medal. This is a humorous, rhyming book for children featuring pigs as the main characters. The illustrations are delightful. In the story Tommy is mistaken for various items in the grocery store until his mother comes to the rescue. For example:

Next a teacher bought him
And took him home to eat
And very nearly fainted
When she noticed he had feet.
"This isn't a banana,"
Said the teacher, looking closer.

"It's a ruler; it has feet."
And she took him to the grocer.

Overview of the Process

All of the processes were grounded on the belief that monolingual and bilingual professionals can team teach in order to break down existing linguistic and cultural barriers. The strategies we selected for our demonstration included TPR (Total Physical Response), sheltered content instruction, and the use of realia and drama in order to provide comprehensible input (CI) with a low affective filter.

We brought the monolingual and bilingual credential students together in one classroom for the demonstrations of second language strategies. After each demonstration, the students worked together and offered their advice, suggestions, and comments before we presented Tommy at a national reading conference. They relished being our critics for a change! All of the students were also asked to write reflections of the processes of working together. This is a sampling of what the English-only credential students wrote:

•A good experience to gain an understanding of their (bilingual) program and purpose. We talk and read about bilingual programs, but it was an opportunity to question more "real-life" information and detail of the program. It was good to hear what they thought we should do in the classroom, not being bilingual.

•It was an interesting opportunity to share learning and experiences. I think it's extremely important that the two groups meet and share to build awareness and common goals as future teachers.

•The time spent with the bilingual students was very beneficial. It gave me a chance to better understand some of the difficulties involved in bilingual education.

Total Physical Response

TPR or Total Physical Response is second language acquisition methodology developed by James Asher (1982) which emphasizes receptive skills as well as comprehension responses that are physical

in nature. For this reason, teaching the names of body parts works well using TPR.

First, Janet (monolingual-English teacher) shared key vocabulary for the story using TPR in Spanish. Even though the Spanish was not perfect by any means, the students in our bilingual program loved it. They felt valued because of Janet's effort to learn their primary language. Throughout this process, the bilingual Spanish-speaking students beamed, and the monolingual English-speaking students watched and listened and struggled to make meaning. We wanted to present the activity in Spanish so our English-only students could experience trying to learn words and concepts in a second language.

One appealing aspect of Tommy at the Grocery Store for English-only students is that throughout the narration, words with double meanings are used, such as an ear on the body and an ear of corn. When English-dominant students grasp the double meanings of the story, often a smile will spread across their faces. However, words which have double and multiple meanings are rarely understood by anyone who is in the process of acquiring a second language. TPR can help to remedy this situation.

The following words were selected for TPR in Spanish:
eyes, or *los ojos* (on the body and on a potato)
ears, or *las orejas* (on the body and on an ear of corn)
neck, or *el cuello* (on the body and on a bottle)
arms, or *los brazos* (on the body and on a chair)
legs, or *la pierna* (on the body and on a table)
feet or *los pies* (on the body and on a ruler), and
skin or *la piel* (on the body and on a banana).

Janet previewed other vocabulary and concepts also such as Spanish names for the main characters and fruits and vegetables. Our students either listened or repeated the words in Spanish, depending on their level of Spanish proficiency. In later stages of TPR, students were invited to respond to certain commands independently to demonstrate their comprehension of the language (i.e., "Touch your leg." "Where is your ear?" "Point to my feet.")

After the TPR lesson, Joan modeled storytelling in sheltered Spanish (*Tomasito en el mercado*), and Janet modeled reading the story in sheltered English. An explanation of sheltered content instruction follows.

Sheltered Subject Matter Teaching

Sheltered language instruction provides meaningful content in a second language. When sheltered language is well done, students acquire, not only the concept, but also the second language. Students and teacher focus on content, not language. This emphasis on meaning, not form, results in more comprehensible input, and thus more language acquisition (Krashen, 1992, p. 31).

In sheltered English classrooms, students are taught subject matter entirely in English using special teaching techniques even though they are still limited in English language proficiency (Peregoy & Boyle, 1993). Given the many languages which are represented in our schools, sheltered content instruction is one strategy which is effective in a multilingual context. Sheltered content instruction is the bridge between a bilingual and an English-only classroom.

Sheltered content instruction in English can be pedagogically effective with all children. However, it is important to remember that sheltered English is effective if the students have a little English. Sheltered Spanish is effective if the students have a little Spanish. Sheltered content instruction is for intermediate language learners. After the Sheltered Spanish storytelling of *Tomasito en el mercado,* our English-dominant students discovered that their retelling of the story in Spanish was quite incomplete. Even with all of the comprehensible input (murals, cards, overheads, and props), sheltered language was not enough for the students to learn all of the concepts in the story. Our English-dominant credential candidates experienced the frustration of trying to learn in a language which they didn't understand. Their frustration was evident in some of their written reflections:

- Very confused!
- Wonderful attempts but I was lost.

- I think you should say vocabulary in English as well in the beginning.
- Able to understand a few words.
- Speak slower for the non-Spanish or beginning Spanish speaker to hear and understand.
- Read slower.
- Acting out the parts made my comprehension somewhat better.

Our bilingual credential candidates experienced what it is feels like to be empowered in a classroom. In the context of our demonstrations, their bilingualism was an advantage. It was our objective for all to experience one of our fundamental beliefs: An axiom which is true now and will become even more significant in the future is that children who know more than one language are advantaged. They comprise our nation's precious linguistic treasure.

Only when the story was presented in the primary language of our English-only students were they able to fill in the missing gaps. For example, our students did not realize at first that all of the characters were pigs, not just Tommy and his mother. Thus, a second mural was created for future demonstrations, portraying the pig characters as they appeared in the story (i.e., grocer, housewife, female doctor, postman, artist, etc.).

Comprehensible Input

Comprehensible input is based on the theory that humans acquire language in only one way -- by understanding messages, or by receiving "comprehensible input" (Krashen, 1985). During the TPR lesson and sheltered storytelling in English and in Spanish, we used many visuals and actions to provide multiple exposures to these words and concepts, providing comprehensible input necessary for second language learners. Comprehensible input provided a meaningful context for the learning through the use of pictures, body gestures, or speaking slowing in a clear voice, using repetition and short simple sentences. For example, if our English-only students did not understand a specific part of the sheltered Spanish storytelling,

Joan would try again in multiple way to provide comprehensible input. Our visuals consisted of 8 X 10 cards illustrating important vocabulary words, labeled in English and Spanish (see enclosed photos). In addition a mural covered the wall portraying fruits and vegetables at the grocery store which was essential for the comprehension of the story as well as the correct sequence. When Joan was telling the story in Spanish, she used the mural to provide comprehensible input (meaning) for the English dominant students. When the students retold the story, the mural was again used to provide context clues.

Low Affective Filter

Throughout all of the processes, we tried to assure our students that they were safe and secure in this context. As these two groups of students had not worked and learned together, and patterns of distrust had historically been established, we knew that we must first establish a dynamic of trust and respect within the classroom. Before we even attempted second language acquistion activities, we involved the combined classes in cooperative learning teambuilding and classbuilding activities (Kagan, 1985). If students feel anxious, defensive, frightened, and nervous, their affective filter is high and acts like a mental block to second language acquisition. When their affective filter is low, they feel motivated, respected, and free to take risks in the process of second language acquisition (Krashen, 1985).

Janet (English-dominant professor) was particularly important in this process as we tried to lower the affective filter of all students in the initial phases of the process. You will recall that the first strategy we modeled was TPR in Spanish. It was obvious to the English-dominant and the Spanish-dominant students that Janet had spent a great deal of time learning her TPR lesson in Spanish. By so doing, she had demonstrated her respect for the Spanish language and her willingness to take risks in a second language before our credential students would be asked to do so. In her reflections one bilingual student wrote: "It's great modeling to have adults learning a second language. Please emphasize this to the monolingual teachers."

Realia

Realia, or manipulatives and visuals used to assure comprehensible input in second language acquisition, is highly recommended. When a student can experience the concept by doing it, seeing it, touching it, etc., learning and language are increased. Instruction needs to be contextually-grounded. We used the cards for the fruits and vegetables, murals, and objects for realia. Our props were a big pink stuffed pig for Tommy, a yellow hard hat for the construction worker, a knife and apron for the housewife, a paint brush for the artist, a toy stethoscope for the doctor, and an ABC necklace for the teacher. A Miss Piggy doll was used to represent Tommy's mother.

In an elementary classroom real fruits and vegetables such as bananas, potatoes, corn, salami would be preferable to pictures. Students should be allowed to touch, smell, and taste the foods if possible, prior to reading the story for optimal comprehensible input. Going on a field trip to a local grocery store would be beneficial as well.

Drama

According to Dale's Cone of Experience (May, 1990), direct, purposeful experiences are best for all students, especially second language learners. If these cannot be provided, simulated or contrived experiences should be arranged. Dramatized experiences are the next best thing. This is what we attempted to do with Tommy.

To further enhance the comprehension of second language learners, students could dramatize the story through a retelling using the realia, visuals, and props previously demonstrated by the instructors, either in English or in their primary language. Various scenes could also be enacted by the students in the form of a Tableau or Frozen Moment (California Literature Project). A tableau consists of a group of 'actors' frozen like statues - a sort of snapshot of one moment in time or one significant scene in a story. The students are divided into groups of four to six. The teacher assigns a story scene to each group or may allow the students to choose their own. Our

scripts were available in either English or Spanish. Students in each group discussed the possible actions of each character at the assigned moment and then determined who would enact each role. Our teacher credential students thought this activity was a terrific idea they would definitely use in their classrooms. They liked to guess the scene before it was read by a member of the group in either English or Spanish. Polaroid cameras are great for capturing the moment!

Another option for a drama activity is Reader's Theater with a focus on oral language. Each student is assigned a character's or narrator's part to practice using correct expression, inflection, and voice intonation. Sometimes students may read a part chorally. This is helpful and less intimidating for second language learners. Everyone gets to participate! This additional practice with oral language is particularly beneficial for increasing fluency. When our students participated in the Tableaus and Reader's Theater, their laughter and noise level confirmed the success of the activities.

Team teaching

Promoting and valuing the primary language is an essential part of additive bilingualism, preferable to the subtractive model when the mother tongue is replaced with English or the second language (Cummins, 1981). In order to provide content instruction in the students' primary language, teachers are encouraged to team teach, as was modeled in this presentation. English-only teachers should find a bilingual buddy! If a bilingual teacher is not available, a cross-age tutor, a family member, and/or a person from the community could volunteer in the class to help provide concepts in the language of the students. Preview-review is an alternative when a monolingual English teacher is working with a person who speaks the language of the students. In this methodology, the bilingual person provides the preview and the review of the unit in the students' primary language (L1), and the lesson is taught in English, the second language (L2). For example, the introduction of vocabulary and the retelling could be in L1 and the story read aloud

in L2. The process can also be reversed; the preview and the review can be taught in L2 and the lesson or story is presented in L1.

Second Language Concepts and Strategies

At the end of the demonstration, a list of pedagogically effective strategies which English-only teachers can use to be more effective with second language learners was created by the students and instructors.

1) **Total Physical Response** (TPR) is a second language methodology which is used in the initial phases of language acquisition. Emphasis is placed on students receiving meaningful messages and responding physically or verbally when they are able.

2) **Sheltered Subject Matter Teaching:** Sheltered instruction is a holistic process-focused instructional approach involving an assortment of instructional strategies to make content instruction more comprehensible to second language learners (Sanchez, 1989).

3) **Comprehensible Input** (CI): Meaning, meaning, meaning! The instructors used various strategies and realia to make the content of the story meaningful.

4) **Low Affective Filter** (Krashen, 1992): This theory emphasizes the importance of a safe and secure classroom environment in second language acquisition which involves motivation, positive self-concept, respect for the individual, and cultural respect.

5) **Realia** (manipulatives, pictures, objects)

6) **Drama** (Retelling, Tableaus, or Reader's Theater)

7) **Team teaching** to provide primary language instruction

Summary

We began by asking ourselves this one central question: What can English-only teachers do to be more inclusive of children who are in the process of acquiring English? In this article we have provided a few strategies that English-only teachers can do to expand literacy in the linguistically-diverse classroom. Even though our English-only students were somewhat frustrated during the sheltered Spanish storytelling, their overall reaction was quite positive. They realized

and appreciated the amount of work and energy involved in good sheltered teaching.

In the process of modeling strategies for our monolingual and bilingual students, we also learned. It immediately became clear to us that much of the magic of Tommy at the Grocery Store was found in the natural rhythm and rhyme which could only be appreciated in English. No matter how well we sheltered, provided realia, painted posters and pictures, acted out the story line, much of the beauty and charm of the story could not be translated. For example, in the story, the author has used double meaning to provide humor. Magazines on the grocery shelf include "Hogue", "Ice Hoggy", "Pen House" and the "New Pork Times" newspaper which older readers like our college students understood and enjoyed. Also the rhyme attracted the English-dominant students and was lost in the sheltered Spanish lesson.

A second thing we learned is that in the future we will use literature which represents cultural diversity. Although our monolingual and bilingual teacher credential candidates enjoyed the process of learning second language strategies through this story, we felt we had missed a golden opportunity not to use stories such as:

- Abuela by Arthur Dorros
  - *Latino-American
- Amazing Grace by Mary Hoffman
  - *Afro-American
- Angel Child, Dragon Child by Michele Maria Surat
  - *Vietnamese-American
- The Girl Who Loved Wild Horses by Paul Goble
  - *Native American
- Mama, Do You Love Me? by Barbara M. Joosse
  - *Native Alaskan

This was our initial attempt at bringing together two groups of students who have been traditionally isolated from each other at our university. Without a doubt, the greatest learning took place when we were all together in one classroom trying to find ways of improving our teaching and learning in a multilingual context. As

our students watched us take risks with our own teaching and as they came to know each other on a professional and personal basis, the old linguistic and cultural barrier began to break apart. One bilingual credential student said it best: "Great dynamics. . . energy. . enjoyment! This is the way to get people enthused and to shatter the false image of bilingual education. They'll also see that Ph.D. doesn't mean 'disassociated from reality!'"

Additional ideas for monolingual teachers of bilingual students not represented in our demonstration include labeling objects in the classroom in both languages, journal writing in the primary language, publishing books in other languages while encouraging bilingual students to share their stories with peers, show and tell in the primary language, arranging pen-pal letters with other students of the same language between different classes or schools, inviting bilingual storytellers to tell familiar fairy tales in the first language, and building a classroom library of books in many languages (Freeman & Freeman, 1991). Language experience activities (LEA) consisting of dictated stories and word banks can be very valuable for second language learners. For a detailed discussion of this, see Dixon & Nessel (1983).

For further reading on this important topic, the following resources are highly recommended:

•Au, Kathryn H. (1993). Literacy instruction in multicultural settings. Fort Worth, TX: Harcourt Brace Jovanovich.

•Faltis, Christian J. (1993). Joinfostering: Adapting teaching strategies for the multilingual classroom. New York: Merrill.

•Freeman, Yvonne S. & David E. (1992). Whole language for second language learners. Portsmouth, NH: Heinemann.

•Peregoy, Suzanne F., & Boyle, Owen F. (1993). Reading, writing, and learning in ESL. New York: Longman.

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